

**AN ANALYSIS OF ENGLISH PRONUNCIATION MADE
BY STUDENTS WITH JAVANESE ACCENT IN
PRONOUNCING
ENGLISH FRICATIVE CONSONANTS**

A Thesis

Submitted in partial fulfillment of the Requirements
for the Bachelor Degree

By

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ABSTRACT

In the process of learning English as foreign language, many learners make errors in pronouncing English. This research aimed to find out common pronunciation errors in pronouncing English fricative thus, to find percentages of global and local errors in pronouncing English fricative based on Communicative Effect Taxonomy, and to find the causes of error made in English pronunciation of students with Javanese accent at sixth semester of English Study Program UIN Raden Intan Lampung in 2020/2021 academic year.

Moreover, the researcher conducted her research using qualitative methods. In collecting the data, firstly the researcher recorded the pronunciation of student with Javanese accent at sixth semester of English Study Program UIN Raden Intan Lampung when they read the list of words individually. Then, the researcher transcribed their pronunciation guided by online transcriber, Cambridge digital dictionary.

The research's result shows that the common error made by Javanese students is fricative [ʒ]. Local error dominated the subjects made errors because their errors in pronouncing English can be understood by other people as hearer. The researcher also found some causes of errors by the subjects according to interlingual and intralingual transfer, such as: first, fricative [θ], [ð], [ʒ] are unshared sounds specific to English, [θ] and [ð] were realized as stop [t] and [d]. Therefore, this condition makes the subjects made errors in pronouncing these phonemes. Second, the subjects read the word by written form as their language that makes errors occurred.

Keywords: Error Analysis, Students with Javanese Accent, Pronunciation, English Fricative Consonants

DECLARATION

I hereby certify that this thesis entitled: An Analysis of English Pronunciation Made by Students with Javanese Accent in Pronouncing English Fricative Consonants is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung, Juni 2021
Declared by,





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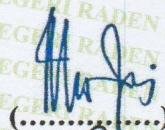
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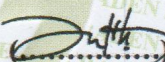
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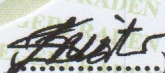
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MOTTO

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَأَخْلَافُ اللَّسَانِ
وَالْوَيْكَرِ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

And among His Signs is the creation of the heavens and the earth, and the variation in your languages and your colors: verily in that are Signs for those who know.¹
(Q.S.Ar-Ruum : 22)¹

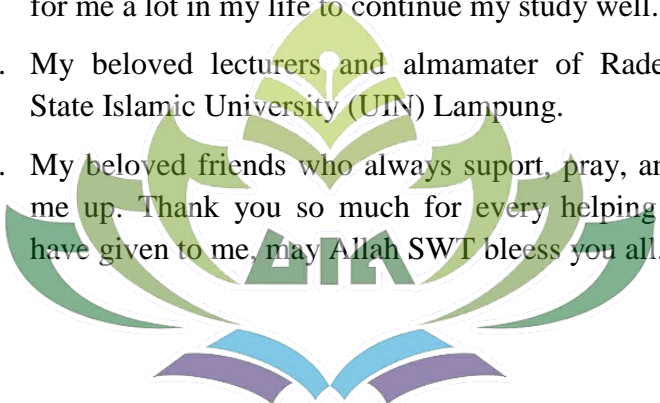


¹ Maulawi Sher 'Ali, The Holy Qur'an, Arabic Text and English Translation, Islam International Publications Limited, UK, 2004, p. 752

DEDICATION

Praise and gratitude be to Allah SWT for his abundant blessing for me, and from my deep of heart and great of love, this thesis is dedicated to:

1. My beloved parents, Mr. Muchlis and Mrs. Heriah who always support, advice, love and keep on praying for my life. The biggest thanks to both of my parents, I highly love you so much, father and mother.
2. My beloved big family who have motivated and prayed for me a lot in my life to continue my study well.
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4. My beloved friends who always suport, pray, and cheer me up. Thank you so much for every helping you all have given to me, may Allah SWT bleess you all.



CURRICULUM VITAE

Putria Muslimah was born on August, 16th 1996 in Kalianda, Way Urang, South Lampung. She is the second child of Mr. Muchlis and Ms. Heriah. She has two siblings, her older sister named Titin Sutria and her young brother named Nufihul Khobir.

She began her study to SD Negeri 2 Way Urang, Kalianda in 2002 and finished in 2008. Then she continued her study to SMP Negeri 2 Kalianda, South Lampung and ended in 2011. After that, she enrolled to SMA Negeri 2 Kalianda, South Lampung and graduated in 2014.

After graduating from Senior High School, she decided to expand her study to Raden Intan State Institute of Islamic Studies (IAIN) Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty majoring in English Education, but in 2017 Raden Intan State Institute of Islamic Studies (IAIN) Lampung was transformed to Raden Intan State Islamic University (UIN) Lampung.

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First of all, Praise to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the reseacher during her study and completing this thesis. Then, the best wishes and salutations be upon the great messenger prophet Muhammad peace be upon him.

This thesis entitled “An Analysis of English Pronunciation Made by Students with Javanese Accent in Pronouncing English Fricative Consonants” is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1- degree.

Then, the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the dean of Tarbiyah and Teaching Training Faculty, UIN Raden Intan Lampung with all staff, who give the researcher opportunity to study until the end of this thesis composition.
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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, Juni 2021
The Researcher,

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CHAPTER I

INTRDUCTION

A. Background of the Problem

A language is defined by what people say (and write).¹Michael states that language as internal to the mind, a mode of thought rather than of expression.²The use of language is needing of many notions to talk to each other so much. There are many people wished to travel to so many places. There urgent need for a global language.

English is now represented in every continent, and in islands of the three major oceans – Atlantic (St Helena), Indian (Seychelles) and Pacific (in many islands, such as Fiji and Hawaii). According to David, at international meetings English is often the default language or even the only language. In many fields of knowledge publication is primarily in English. Other languages continue to be vital locally, nationally, and regionally, but for the first time in history a single language has become the global lingua franca.³ Fan Fang states that English is today the language of world politics, trade, finance, the internet, and global communications, gaining ever-increasing dominance in the media.

The world's tourist, sports and leisure industries, and especially in the international scientific community,

¹John R. Taylor, *The Mental Corpus: How Language is Represented in the Mind* (New York: Oxford University Press Inc, 2012), p.4.

²Michael C. Corballis, *The Truth about Language* (London: The University of Chicago Press, 2017). P.53.

³David Northrup, *How English Became the Global Language* (New York: Palgrave Macmillan Press, 2013), p.1.

more than half of whose journals are in English.⁴ It means that English is used as a medium communication by people who do not speak the same first language. Based on statements above, the researcher concludes that language helps people in the world to communicate and express feelings and ideas. It is a system of sounds which is structured and used to speak from one person to another, write and text.

As a global language, English is also learned as a foreign language in Indonesia. Linguistically, the way to learn new language will be affected by both tribe and national language. Carmen states that ethnicity can have a more striking relationship to language than other social factors such as gender, age, or social class.⁵ It is known that Indonesia has many tribes. No wonder most of Indonesians have difficulties in speaking English with good pronunciation, because they are not familiar with English. Their English pronunciation is still influenced by their mother tongue, regional dialect, accent and environment. The language or dialect associated with ethnic identity may be the focus of criticism by others.

Java tribe is the largest ethnic group with a population of 95.2 million people or about 40.2 percent of the total population of Indonesia.⁶

Javanese culture has been spread since long time ago and the use of Java language is the largest number of

⁴ Fan Fang, "International Cultures in the Framework of World Englishes: What Should EFL Teachers Do?" *The Journal of Asia TEFL*, Vol. 8 No. 1 (Spring 2011), p.112.

⁵ Carmen Fought, *The Cambridge Handbook of Sociolinguistics* (New York: Cambridge University Press, 2011), p.238

⁶ Pusat Data Dan Statistik Pendidikan dan Kebudayaan (PDSPK) Kementerian Pendidikan dan Kebudayaan RI, *Analisis Kearifan Lokal Ditinjau Dari Keragaman Budaya* (Jakarta: 2016), p.28

speakers in Indonesia. According to Budi, in the late twentieth century, the political culture in the Indonesian government was dominated by paternalistic rule reflecting Javanese cultural values.⁷ The language is also used by students with Java tribe in English Study Program. In pronouncing English words, some of them are still influenced by local accent or their accent is still strong. This condition will bearising mistake and error in both of verbal or non-verbal aspect.

According to Brown, a mistake refers to a performance error that is either a random guess or a “slip”, in that is a failure to utilize a known system correctly.⁸ An error, a noticeable deviation from the adult grammar of a nativespeaker, reflects the competence of the learner.⁹ In short, mistake and error are the process of language learning that cannot deny when learn new language. As an example, people who still pronounce ‘she’ as [ʃi:] instead of [ʃi]. They change sound of [ʃ] to [s]. This condition also occurred by students with Javanese accent who study in English Study Program of Tarbiyah and Teacher Training Faculty. In learning process of pronunciation practice and phonology course, the students understood of English phonetics and pronounced the English word quite well appropriate to the correct pronunciation. However, their understanding was not consistent.

In daily communication, their English pronunciation was still affected by their local accent.

⁷Budi Santoso, “The Influences Of Javanese Culture In Power Of Making Decisions In Indonesian Universities: Case Studies In Mm Programmes”. *Journal of Indonesian Economy and Business*, Vol. 27 no. 2 (May 2012), p.228

⁸H. D. Brown, *Principles of Language Learning and Teaching* (4^{Ed}) (United State: Pearson Education, 2000), p.217.

⁹*Ibid*, p. 217

They pronounced word of *third*[θɜ:ɹd] as [tərd]; they substituted consonant [θ] to [t].

This research was inspired by the previous research entitled “An Analysis of Phonetics b, d, g, j, and ð into English pronunciation for Java Students” by Rahman. He states, there were 2 phonetics that are difficult to be lost the stressing by Java students, such as: /d/ and /ð/.¹⁰ A research entitled “Pronunciation Quality of Javanese of ESL Students in Producing the English Sound”, it is also relevant to this study. She says that, Javanese ESL students in pronouncing vowel sounds, they tend to produce some as its phonemes.¹¹ The researcher considers that there are differences of both researches. The first research focused on analyzing the difficulty of Java Students in pronouncing phonetics b, d, g, j, and ð. The second one focused on error analysis of vowel sound.

Related to the statement above, to know whether the student did mistake or error, the researcher ensured by recording the sample's voice in pronouncing English fricative consonant. The record was conducted by the researcher in English Study Program at UIN Raden Intan Lampung, on February 28th 2021. A total of 20 students with Javanese accent in sixth semester were participants in this research.

The researcher gave 30 wordslist of English fricative to be read by the students. The researcher then

¹⁰M. Arif Rahman, “An Analysis of Phonetics b, d, g, j, and ð into English pronunciation for Java Students”. *International Journal of Humanities and Social Science*, Vol. 2 No. 20(October 2012), p.1.

¹¹Malikatul Laila, “Pronunciation Quality of Javanese of ESL Students in Producing The English Sound”. *UNS Journal of Language Studies*, Vol. 1 No. 1 (November 2012), p.1.

recorded their Pronunciation individually by using phone voice recording (see Appendix 5, on page 72). The researcher assumed that the Javanese students have problem caused by their error in pronouncing English fricative sounds. All of the students were actually aware the way to articulate English fricative consonant, but their awareness was not stable. They can not correct the wrong pronunciation of English fricative sounds at the same time. Some students still tend to be the region accent speakers. They produced English sounds by its phoneme. As an example, to pronounced the word *psychologist* as [sar'kɒlədʒist], instead of [psi:kɒ:lɒ:gi:s]. Voice words were pronounced by voiceless. There was no vibration when they pronounced [v, ʒ, z] in word of *vacation* [və'keɪʃn] shifted to [fekeɪʃn]. There was also unique sound when they pronounced consonant word which is produced by their accent. Some of the participants with Javanese accent will know when they articulate phoneme [ð]. An example the word *together* [tə'geðə(r)] sounds like [təgeðs:r].

In the interview process of the research, the participant said that, they able to articulate phonetics of [v, ʃ, z, ʒ], but it was difficult to produced the English sound correctly in communication. They thought, that was caused by their mother tongue and their local accent. In addition, their Javanese accent was still captive when speak English. The researcher assumed that the students with Javanese accent have problems in pronouncing English frivative words, even though they have learned pronunciation practice and phonology course.

Based on the explanation above, the researcher has an interest to conduct a research to analyze the Javanese student's error in pronouncing English

sound. Furthermore, the Javanese students who study in English Study Program of UIN Raden Intan Lampung were the objects of the research. The researcher focused on the error analysis in pronouncing English fricative consonant viewed by English Phonetics Alphabet (IPA) to distinguish with the previous research.

Phonetics and phonology are subdisciplines in linguistics concerned with pronunciation and sound. Phonology was a tool of the research in analyzing the data due to know specific information. Carolyn says, phonology is concerned with how the sounds are systematically organized in a language.¹² According to Huber, Phonology can be divided into two areas: segmental and suprasegmental phonology. While segmental phonology deals with speech sounds, suprasegmental phonology is concerned with larger units such as syllables, words and intonation phrases.¹³

This research began by identifying the students' shift articulation of English fricative sounds, examining the student's sound of English pronunciation to the lecturer (validator), followed by investigating the students' error causes.

The researcher inferred that this research was reasonable to be researched, because did not any previous research related to this study according to the list of thesis's titles in English Study Program of UIN Raden Intan Lampung.

¹²Carolyn McManis, Deborah Stollenwerk, Zhang Zheng-Sheng, *Language Files: Materials for An Introduction to Language* (USA: Advocate Publishing Group, 1987), p.81.

¹³Magnus Huber, J. Mukherjee, *Textbooks in English Language and Linguistics* (Germany: Peter Lang, 2009), p.7

Therefore, the research entitled “*An Analysis of English Pronunciation Made by Students with Javanese Accent in Pronouncing English Fricative Consonants*”.

B. Identification of the Problem

Based on the background above, the researcher identifies some problems as follows:

1. Students with Javanese accent still get difficulty in pronouncing English words.
2. Students with Javanese accent often make errors in pronouncing English word especially English Fricative Consonants.

C. Limitation of the Problem

Based on the real condition in the field, students with Javanese accent make error in pronouncing English words. Therefore, the researcher limited the problem on analyzing errors made by students with Javanese accent in pronouncing English word especially in Fricative consonant sounds [f], [v], [s], [z], [ʃ], [ʒ], [θ], [ð], [h]; according to the International Phonetic Alphabet (IPA), (see Table 2, on page 18).

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problem as follows:

1. What are the types of error that made by Javanese students in pronouncing English

fricative consonant based on communicative effect taxonomy?

2. What are the causes of errors made in English pronunciation of Javanese's students?

E. Objective of the Research

The objectives of the research are as follows:

1. To know the types of pronunciation errors in pronouncing English fricative produced by Javanese's students in pronouncing English words.
2. To know the causes of errors in pronouncing English fricative of Javanese's students.

F. Use of the Research

It is expected the findings of the research can be used as follows:

1. The students
 - a. The students can decrease their errors in pronouncing fricative consonant including [f], [v], [s], [z], [ʃ], [ʒ], [θ], [ð], [h], so they can pronounce English words correctly.
 - b. The students can get more knowledge about fricative and they will speak English word more clear and better.
2. For the researcher, this study is expected to be a great experience to face the future when she becomes a real teacher

3. The further researchers Other researchers who are interested in analyzing on the students' errors fricative consonant can get more information on what the students make errors most in speaking especially where the students pronounce words consist of fricative sounds including [f], [v], [s], [z], [ʃ], [ʒ], [θ], [ð], [h].

G. Scope of the Research

The scopes of the research are as follows:

1. Subject of Reasearch

The subject of this research was the students at the sixth semester of English Education Raden Intan State Islamic University of Lampung.

2. Object of Reseach

The object of this research was the Javanese students' error in pronouncing fricative consonant at the sixth semester of English Education Raden Intan State Islamic University of Lampung.

3. Time of Research

This research was conducted in English Study Program of UIN Raden Intan Lampung in the Academic year of 2020/2021.

4. Place of Research

This research took place at English Study Program of Raden Intan State Islamic University of Lampung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. English Phonetics and Phonology

Phonetics is concerned with the physical properties of speech sounds, phonology deals with the abstract, or psychological, level of sounds, the level at which speech sounds are stored in our mind.¹ Phonetics refers to the study of speech sound.² Thus, phonology is the study of sound structure in language.³ An example of the explanation above is the way to arrange and pronounce words of [W o r k] and [W o r d] called phonology. The sounds that produced by communication organ of those word is called phonetic. In addition, Phonetic symbols are used to represent the different sounds that make up words. Here are the phonetic symbols of two word above, /wɜ:k/ for work and /wɜ:d/ for Word.

The practice of using written letters to represent the sounds of speech is called phonetic transcription. Transcriptions represent an analysis of the sounds we can hear, so transcriptions often have a linguistic status.⁴ The commonest tool for phonetic transcription is the alphabet of the International Phonetic Association is commonly known as **IPA (International Phonetic Alphabet)**.

¹ Carolyn McManis, Deborah stollenwerk, Zhang Zheng-Sheng, *Language Files: Materials for An Introduction to Language* (USA: Advocate Publishing Group, 1987), p.81.

²Gerald Kelly, *How to Teach Pronunciation* (Malaysia: Pearson education limited, 2000), p.9.

³David Odden, *Introducing Phonology* (New York: Cambridge University Press, 2005), p.2.

⁴Richard Ogden, *An Introduction to English Phonetics* (Edinburgh: Edinburgh University Press Ltd, 2009), p.20-21.

The IPA, like any system that is used for analysis, makes some assumptions about the nature of speech. According to Huber, phonetics can be divided into three different areas: 1) articulatory phonetics, the actions and movement of the speech organ in producing sounds, 2) acoustic phonetics, is concerned with the physical properties of speech sounds as they travel in the air between a speaker's mouth and a listener's ear, 3) auditory phonetics, how speech is received by the ears.⁵ While a phonetically accurate representation of pronunciation, it is useful to phonology.

According to Magnus, phonology can be divided into two branches, namely segmental and suprasegmental phonology. Segmental Phonology, it is based on the segmentation of phonetics, these feature include vowel and consonant.⁶ Vowels and consonants can be thought of as the segments of which speech is composed. Together they form the syllables that make up utterances.⁷ Superimposed on the syllables are other features known as suprasegmentals, these include variations in stress and pitch. There are three phonological processes, namely assimilations, deletions and dissimilations. 1) assimilations, are processes which make two adjacent sounds more alike with respect to some feature ([some] and [band]), 2) deletions, are processes of omission a sound ([hour] becomes /aʊə(r)/), 3) dissimilations, are processes which make two

⁵ Magnus Huber, J. Mukherjee, *Textbooks in English Language and Linguistics* (Germany: Peter Lang, 2009), p.6

⁶ *Ibid*, p.7.

⁷ Peter L. and K. Johnson, *A Course in Phonetics* (6th edition) (Canada: Wadsworth, 2011), p. 23.

adjacent sounds less alike with respect to some feature (fifth' /fifə/ and 'sixth' /sɪksə).⁸

In conclusion, phonetics and phonology are often interchangeably understood as both talk about speech sounds. Nevertheless, it can be underlined that the difference between both of the linguistics branches lies in the area of the study. Phonetics deals with how sounds are produced, transmitted, and perceived. Whereas, phonology is about how sounds are arranged and designed to form a meaningful word.

B. Pronunciation

The study of pronunciation consists of two fields, namely phonetics and phonology that has explained previously. Pronunciation refers to the production of sounds that we use to make meaning. According to Brown, pronunciation also referred as 'Psychomotor skills' is one element constituting communicative competence, which is said to be ideal goal of every language instruction.⁹ In communication meaning by sound, a whole chain of activities is involved. First of all, meaning encode into sounds which are produced by the speaker by using the mouth, tongue, lips, and other articulatory organs.

However, it is difficult for foreign language learner in pronouncing language with a pronunciation which can be easily understood both by their fellow-learner and by native speaker. Kelly states, a consideration of learner's pronunciation errors and how these can inhibit successful

⁸ Carolyn McManis, *Op. Cit.* p.84.

⁹Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (2nd edition) (New York: Longman, 2001), p.68.

communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom.¹⁰

According to Abbas, pronunciation is the way to uttering a word in an accepted manner.¹¹ Ienneke states, there are the differences in pronunciation between old and young or one region to another.¹²

In conclusion, pronunciation is a part of language that includes aspect of speech sound such as intonation, phrasing, stress that influenced by first language, age, region and style. Therefore, if pronunciation of the speaker is heavily accented it can affect the listener's understanding.

C. English Consonants

Stops, fricatives, nasals, and liquids are all consonantal. In their articulation the lower lip or some part of the tongue impedes the flow of air in some way, in some part of the mouth. The four classes together are called consonants.¹³

O'Connor states, there are two good reasons for beginning with consonants rather than vowels. First, consonants contribute more to making English understood than vowels do. Second, consonants are generally made by definite interference of the vocal

¹⁰ Gerald Kelly, *Op. Cit.* p.11.

¹¹ Abbas Pourhosein .G, "English Pronunciation Instruction: A Literature Review" *International Journal of Research in English Education*, Vol. 1 No. 1 (November 2016), p.2

¹² Ienneke Indra Dewi, "Would There Be One Standard English As The Global Language", *Humaniora*, Vol. 1 No. 1 (April 2010), p.18

¹³ Charles W. Kreidler, *The Pronunciation of English: A Course Book (2nd ed)*, (United Kingdom: Blackwell Publishing, 2004), p.32.

organs with the air system and, so are easier to describe and understand.¹⁴ In addition, speech sounds can therefore be divided into voiced and voiceless.

According to Huber, only voiced speech sounds are produced with vocal fold vibration. During the production of voiceless sounds, which are technically speaking noise rather than sounds, the vocal folds are open and do not vibrate.¹⁵ William O'Grady states, consonantal sounds, which may be voiced or voiceless, are made with either complete closure or narrowing of the vocal tract. The airflow is either blocked momentarily or restricted so much that noise is produced as air flows past constriction.¹⁶

Based on statement above, researcher concludes that Consonants made by a closure or narrowing in the vocal tract so that the airflow is either completely blocked. For example, if we pronounce the first sound of the word 'pin' we press our lips together and feel an obstruction. Voice and voiceless are used to differentiating whether vocal cords are vibrating or not. Voice is produced with vocal fold vibration, whereas voiceless do not.

D. Manner of Articulation

Manner of articulation can describe particular types of consonants in terms of how much obstruction is involved. Largely independent of the place where a consonant's constriction is formed, the manner in which

¹⁴ J. D. O'Connor, *Better English Pronunciation (2nd ed)*, (United Kingdom: Cambridge University Press, 1980), p.24

¹⁵ Magnus Huber, *Op. Cit.* p.18.

¹⁶ William O'Grady and friends, *Contemporary Linguistics: An Introduction (5th edition)* (New York: Bedford, 1996), p.20.

the constriction is formed can be manipulated in various ways.¹⁷

Manner of articulation defines the kind or degree of constriction that is made, independent of where in the vocal tract.¹⁸ In English there are six manner of articulation, as follows:

Table 1
Manner of Articulation in English

PLACE	Bilabial	Labiodental	Dental	Alveolar	Palato-alveolar	Palatal	Velar	Glottal
MANNER								
Plosive	p b			t d			k ɡ	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricative					tʃ dʒ			
Nasal	M			N			ŋ	
Lateral				L				
Approximant	W				r	j		

¹⁷David Odden, Op. Cit, p.30.

¹⁸Elizabeth C. Zsiga, *The Sound of Language: An Introduction to Phonetics and Phonology* (UK: Wiley-BlackWell, 2013), p.21

1. Stop/Plosive

Stops [p, t, k, b, d, g] involve a complete blockage of airflow, due to full closure at some point in the mouth.

2. Fricative

Fricatives [f, v, θ, ð, s, z, ʃ, ʒ, h] involve a partial constriction in the mouth, such that airflow is forced through a narrow channel, creating a hissing sound.

3. Affricative

Affricates is a term sometimes used for stop + fricative sequences made with the same articulator, including [tʃ] and [dʒ].¹⁹

4. Nasal

Nasals [m, n, ŋ] involve complete closure in the mouth, but the back of the velum is lowered, allowing the airflow to pass through the velo-pharyngeal port, and out the nose.

5. Lateral

Lateral are consonants that are produced with the tongue at both sides. English has only one sound of laterals [l]

6. Approximant

For the production of approximants, two articulators move towards each other, but not as closely as to create friction. The sound of are [j, w, r].²⁰

¹⁹ *Ibid*, p.37-38

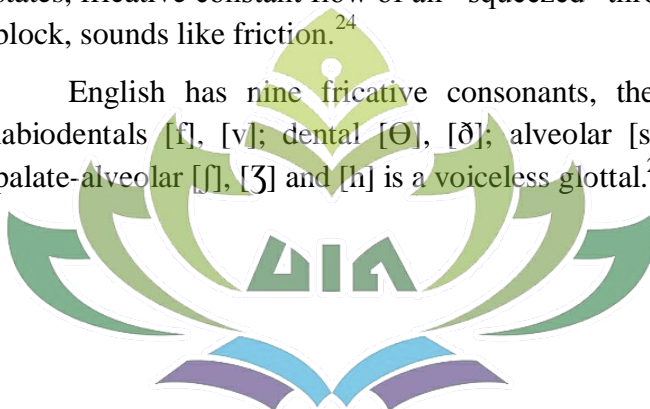
²⁰ Marianne Calce-Murcia, *et.al. Teaching Pronunciation* (New York: Cambridge University Press, 1996), p.45-46

E. English Fricatives

Fricatives are consonants with the characteristic that escapes through a narrow passage and makes a hissing sound.²¹ Airflow is restricted and friction can be heard from fricative consonants.²² According to David, a consonant can also be produced by forming a narrow constriction which still allows air to pass through the vocal tract, resulting in noise at the constriction, and such consonants,

for example *s* and *v*, are called fricatives.²³ Joseph states, fricative constant flow of air “squeezed” through a block, sounds like friction.²⁴

English has nine fricative consonants, they are labiodentals [f], [v]; dental [θ], [ð]; alveolar [s], [z]; palate-alveolar [ʃ], [ʒ] and [h] is a voiceless glottal.²⁵



²¹Peter Roach, *English Phonetics and Phonology (4th edition)* (New York: Cambridge university Press, 2009), p.50

²²HELPS, *Pronunciation Intensive Program* (Australia: UTS Press, 2016), p.5.

²³David Odden, *Loc. Cit.*

²⁴Joseph Hudson, *the Sound of English “A Practical Course in British English Pronunciation”* (UK: Pronunciation Studio, 2012), p.5.

²⁵Szilagyi Laszlo, *put English Phonetics into Pactice* (German: Beregszasz, 2014), p.6-9.



A labio-dental sound: the first sound in *fit*



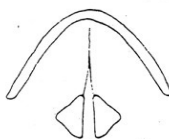
A dental sound: the first sound in *thin*



An alveolar sound: the first sound in *sir*



A palato-alveolar sound: the first sound in *ship*



Glottal fricative

Based on these statements, the researcher concludes that fricative is consonant produced by continuous stream of air passing through a narrow opening and makes a hissing sound. English has nine fricative phonemes filling five place of articulation. Eight of these fricatives are pairwise matching in voiceless or voiced. Consonants letters of [v, ð, z, ʒ] are voice and letters of [f, θ, s, ʃ, h] are Voiceless.

Table 2
The Transcription of English Fricative

Glottal State	Place of Articulation	Transcription
L		
Voice	Fast	[f]
Voi	Van	[v]
D		
Voice	Thin	[θ]
Voi	This	[ð]
A		
Voice	Sing	[s]
Voi	Zoo	[z]
Pale		
Voice	Ship	[ʃ]
Voi	Pleasure	[ʒ]
G		
Voic	Happy	[h]

F. Distinction between Dialects and Accents

Languages have different accents and dialects. They are pronounced differently by people from different geographical places, social classes, ages, educational backgrounds. Peter States, we use the word *dialect* to refer to a variety of a language which is different from others not just in pronunciation but also in such matters as vocabulary, grammar and word order.

Differences of accent, on the other hand, are pronunciation differences only.²⁶ Victoria states, accent is the phonology or pronunciation of a specific regional

²⁶Peter Roach, *Op. Cit*, p.14

dialect.²⁷ According to Ronald, a dialect is a subordinate variety of a language.²⁸ In addition, a dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features.²⁹

Based on statements above the researcher could say that, dialect is a regional variety of a language with differences in vocabulary, grammar, and pronunciation. Accent is the way of pronouncing words that indicates the place of origin or social background of the speaker.

G. Standard Javanese

Indonesia which has an heterogeneous population of different types of tribes, sub-tribe or race (Papua, Malay, Javanese, etc.). In this case, accent or dialect is a medium to recite a language, because after all this dialect names could not be separated from history. As an example, Java tribe that has many dialects, such as Mataraman dialect, Pekalongan dialect, Kedu dialect, Bagelen dialect, Semarang dialect, Blora dialect, Madiunan dialect spoken in Central Java.

Dialect that is spoken in West Java called Cirebonan, Tegal, and Banyumasan. Dialect Arekan, Jombang, Tengger, and Osing are commonly spoken in

²⁷Victoria Fromkin and friends, *An Introduction to Language* (9th edition) (Canada: Wadsworth, 2011), p.569.

²⁸Ronald Wardhaugh, *an Introduction to Sociolinguistics* (5th edition) (United Kingdom: Bleckwell Publishing, 2006), p.40.

²⁹Guillermo Solano-F, "Language, Dialect, and Register: Sociolinguistics and the Estimation of Measurement Error in the Testing of English Language Learners". *Teacher College Record*, Vol. 108 No. 11 (November 2006), p.2360

East Java.³⁰ Dutch government and Republic of Indonesia define the standard Java language is Yogyakarta-Surakarta dialect (Mataraman).³¹ Javanese is also a language with most of speaker with two speech level, namely ngoko and krama. Ngoko speech level shows the closeness of its users. Ngoko speech level is used when talking with friends, parents to children, and teacher to students. Krama is used when talking to an older person as a respect.³²

Javanese Speech Level

English	Ngoko	Krama
Allow	Kareben	Kajengipun
Speak	Celathu	Wicanten
Wear	Enggo	Engge

Ngoko (girl to her younger sister): *Aku wis mangan segane* (I have eaten the rice). Krama (girl to her Father): *Kula sampun nedha sekulipun* (I have eaten the rice).

In conclusion, Javanese has many dialects that are spoken in island of Java with two speech level. Mataraman dialects become Standard Java that has avowed in the world.

³⁰ (PDSPK) Kementerian Pendidikan dan Kebudayaan RI. Op. Cit. p.27

³¹ Pujiati Suyata, Suharti, "Status Isolek Yogyakarta-Surakarta dan Implikasinya Terhadap Jawa Standar: Tinjauan Linguistik Komparatif Diakronis". *Litera*, Vol.6 No.1 (January 2007), p.2

³² Dwi Puspitorini, "Bahasa Jawa dan Pengajaran Bahasa "(On-line), available on : dpr@cbr.net.id. (December 26th 2017)

H. Javanese Phonetics and Phonology

The Javanese vowels are /a/, /e/, /i/, /o/ and /u/, and there are open (long) and closed (short) forms of each. In Javanese, the consonants **b**, **d** and **g** are also pronounced as unvoiced (**p**, **t** or **k** respectively) when they are found at the end of a word. The English **d** and **t** are somewhere in between the Javanese dental and retroflex forms. **c** is similar to “**ch**” in English, and **ng**, which can appear at the front of a word, is always pronounced as in “singer” rather than “finger”.³³ Ela says, in Javanese the vowels [i], [e], [ɛ], [u], [o], and [ɔ] are derived from the vowels /i/, /e/, /ɔ/, and /u/. The light consonants are sharp and clear, while the heavy consonants have a murmured, fuzzy quality. these “breathy” consonants are often transcribed as if they were voiced /b/, /d/, /g/, and the light consonants are transcribed as if they were voiceless /p/, /t/, /k/.³⁴ The following are Javanese letters based on Ajisaka Story.³⁵

Table 3
Javanese Letters

Sound Literacy	Lettering	Meaning
ha-na-ca-ra-ka	ꦲꦤꦕꦫꦏ	there is messenger
da-ta-sa-wa-la	ꦢꦠꦱꦮꦭ	they have clashed
pa-dha-ja-ya-nya	ꦥꦢꦲꦗꦪꦤ	equally powerfull
ma-ga-ba-tha-nga	ꦩꦒꦧꦠꦤꦒ	both killed

³³Michael P. Oakes, “Javanese” (On-line), available on : <http://www.google.co.id/url?q=http://pers-www.wlv.ac.uk/~in4326/papers/java.paola.pdf>.(February 5th 2018)

³⁴Ela Thurgood, “Phonation Types in Javanese”. *Oceanic Linguistics*, V. 43 No. 2 (December 2004), p.278-279

³⁵Venny Indria Ekofwati, “Javanese letters: symbols of Javanese civilization”. (Delivered at 1st Mae Fah Luang University International Conference 2012), p.3

Table 4
Manner of Articulation in Javanese

Manner of Articulation		Labial	Dental/Alveolar	Retroflex	Palatal	Velar	Glottal
Stop/ Affricate	Voiced	b	d	dh/ d̪	dʒ	Ḡ	
	Unvoiced	p	t	th/ t̪	tʃ	k	ʔ
Fricative	Voiced		ɖ				
	Unvoiced						h
Approximant (Lateral)	Voiced				j	w	
	Unvoiced			ɭ			
Rhotic				ɻ			
Nasal Stop		m		ɳ	ɲ	ŋ	

In short, Javanese has only two fricative consonant from five manner of articulation. The following are explanation manner of articulation based on table above:

a. Stop/Affricate

Complete closure of the articulators involved so that the airstream cannot escape through the mouth and the sound of the letters are strong. For example, [p] podo /*podo*/ (same), [b] Bal /*bal*/ (ball), [t] Tilem /*tiləm*/ (sleep), [d] saged /*sagət*/ (can), [th] Batara /*bathara*/ (god), [dh] dewe /*dhewe*/ (alone), [dʒ] Hijau /*ijho*/, [tʃ] Kecambah /*chambah*/ (sprout), [g] gori /*ghori*/ (jackfruit), [k] Kowe /*kowə*/ (you), [ʔ] se' /*səʔ*/ (wait).

b. Fricative

The mechanism involved in making these slightly hissing sounds may be likened to that involved when the wind whistles around a corner, for example, [ʃ] Bahasa /*bəʃo*/ (language), [h] Getih /*getih*/ (blood).

c. Lateral Approximant

Obstruction of the airstream at a point along the center of the oral tract, with incomplete closure between one or both sides of the tongue and the roof of the mouth. [l] Loro /*loro*/ (two), [j] Zebra /*jebra*/ (Zebra), [w] Wakul /*wakul*/ (basket).

d. Rhotic

Accents that permit some form of [r] after a vowel are said to be rhotic, for example, [ɹ] Segar /*seghe(r)*/ (fresh).³⁶

e. Nasal Stop

If the air is stopped in the oral cavity but the soft palate is down so that air can go out through the nose, the sound produced is a nasal stop.

³⁶Peter L. and K. Johnson, *Op. Cit.*, p. 94.

Following the examples of nasal stop, [m] *mlabu* (go into), [ɲ] *ndas* (head), [ŋ] *nyunggi* (carry), [ŋ] *gədhəŋ* (banana).

I. Error Analysis

Error is a central concern in language teaching, become the central concern in audiolingual approaches. There are errors committed by language learners in every area of linguistics. Error analysis deals with the learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language.³⁷ Sunardi states that error analysis is an activity to reveal errors found in writing and speaking.³⁸ According to Stephen, error analysis "reveals a high degree of correspondence between the structures generated in widely different tasks, e.g. translation, oral imitation, and spontaneous speech".³⁹ Based on the explanation above, the researcher concludes that study of error that can be observed, analyzed, and classified is called error analysis. Someone can determine the students' mastery level of language system by doing error analysis.

J. Distinction between Error and Mistake

Some people still do not know the distinction between errors and mistakes exactly, because they think error and mistake are familiar. Error and mistake cannot

³⁷Fakhri Fauzi, "Error Analysis of Sundanese English Pronunciation on Fricatives Sound". *Al-Turas*, Vol. XX No. 1 (January 2014), p. 212

³⁸Sunardi Hasyim, "Error Analysis in the Teaching of English". *Puslit petra journals*, Vol. 4 No.1 (June 2002), p. 43

³⁹Stephen D Krashen, *Second Language Acquisition and Second Language Learning* (California: Pergamon Press, 1981), p.100.

be avoided in a language learning process. They are part of natural process of language learner. In second language learning, the people will be faced with the problem of errors and mistakes. Some errors that usually come up are caused by Mother-tongue interference.⁴⁰ Julian suggest that we can divide mistakes into three broad categories: 'slips' (that is mistakes which students can correct themselves once the mistake has been pointed out to them), 'errors' (mistakes which they cannot correct themselves-and which therefore need explanation), and 'attempts' (that is when a student tries to say something but does not yet know the correct way of saying it).⁴¹ According to Brown, a mistake refers to a performance error that is either a random guess or a "slip", in that is a failure to utilize a known system correctly. Error, in the other hand is a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.⁴²

Based on statements above, it can be concluded that error are typically produced by learners who do not yet fully command some institutionalized language system. Mistake are deviation due to performance factors such as memory limitation, fatigue, and emotional strain. In conclusion, the researcher focus on error.

The researcher did not differentiate between error and mistake. This research as the basic of determining the deviations produced by subjects. Thus, any derivations are considered as an error, not mistakes. Errors in this research are errors in pronouncing English

⁴⁰Fakhri Fauzi, *Op. Cit.* p.209.

⁴¹Jeremy Harmer, *the Practice of English Language Teaching, Op. Cit.* p.99.

⁴²H. D. Brown, *Loc. Cit.*

fricative consonants. As the example in phonology, error happens when people pronounced [invIt] in word invite causes lack of knowledge in pronouncing word. Nevertheless, mistake happens when people do mistake because slip of the tongue.

K. The Importance of Error Analysis

A learner's errors are significant in that they provide the researcher with evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language.⁴³ However, the most influential publication launching Error Analysis as an approach in SLA was S. Pit Corder. He points out:

A learner's error...are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress...second, they provide to the researcher evidence of how language is learned and acquired, what strategies or producers the learner are employing in his discovery of the language.

Thirdly...they are indispensable to the learner himself because we regard the making of errors as a device the learner uses in order to learn.”⁴⁴

Corder showed the importance of Error Analysis to the researcher. This study focuses on the pronunciation errors. Researcher intends to analyze the pronunciation errors made by students with Javanese accent. This study

⁴³Dr Abdulmoneim Mahmoud, “The Role of Interlingual and Intralingual Transfer in Learner-centered EFL Vocabulary Instruction”. *Arab World English Journal*, Vol. 2 No. 3 (August 2011), p.30

⁴⁴S P Corder, “The Significance of Learners’ Errors”. *IRAL*, Vol. V/4 (1967), p. 25.

aims to know the causes of errors in peonouncing English fricative consonants made by Javanese students and hopefully, will helps the reader choose the appropriate technique when presenting an EFL word based on the findings of Error Analysis.

L. Classification of Error

These are four useful and commonly used taxonomies in analyzing error made by learners, based on descriptive classification of Dulay, et.al.⁴⁵

1. Linguistics Category Taxonomy

Linguistics category taxonomy classifies error according to either or both the language components the error aspects. Here language components include phonology (pronunciation), syntaxand morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse (style).

2. Surface Strategy Taxonomy

The learners may omit necessary items or add unnecessary ones; they may misform items or disorder them. This taxonomy classified error in four type, those are omissions, additions, misfromation, and misordering.

a) Omission

Omission is characterized by the absence of one more elements, which are needed in a phrase or a sentence construction. For example, the word ‘test’ [test] is pronounced as [tes].

⁴⁵Heidi Dulay, Mariana and Stephen, *Language Two* (New York: Oxford University Press, 1982), p.146

b) Addition

Addition is characterized by the presence of one or more elements that are not needed. For example, the word 'car' [ka:] is pronounced as [kʌr].

c) Misformation

Misformation is characterized by the use the wrong form of elements in a phrase or a sentence. For example is when the learner pronounced the word 'thin' [ðin] as [tin].

d) Misordering

Misordering is characterized by the incorrect placement or order of one more language elements in a phrase or a sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks].

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparison the structure of the second language errors and certain other types of constructions. These comparisons have yielded two major errors categories in this taxonomy; they are developmental errors and intralingual errors.

4. Communicative Effect Taxonomy

The communicative effect taxonomy deals with errors from the perspective of their effect on the listen error reader. Paramita states that, communicative effect taxonomy influences the listener' or the reader'

view.⁴⁶ It focuses on the effect of errors on listener or reader. Therefore, the focus is on differentiating between errors that seem to cause communication focus on aspect errors themselves. This taxonomy classifies errors in two types. They are as follows:

a. Global Error

Global errors are the errors happened in the structure language which causes the learners misinterpret the oral or written message or consider that the message couldn't be understood in the whole context it.⁴⁷ That effect overall organization significantly hinder communication. As the example, in phonology aspect learner says [kɒt] for [kɒf] in cough, this condition can cause miscommunication between listener and speaker.

b. Local Error

Local errors do not cause miscommunication. Though, the speaker says incorrectly but listener knows what speaker means. For example, in phonological aspect learner says [ɪnfart] in invite. Based on the explanation above, the researcher analyzed the subjects' errors of the research by using Communicative Effect Taxonomy. In this research, the researcher used communicative effect taxonomy to classify the types of errors made by students with Javanese accent.

⁴⁶Paramita Kusumawardhi, "The Analysis of Omission in English Narrative Composition Made by EFL Students". *Journal of English Language and Education*, Vol. 3 No. 2 (December 2017), p. 87.

⁴⁷Paramita Kusumawardhi, *Loc. Cit.*

M. Sources of Errors

Brown classified sources of errors into four categories: (1) interlingual transfer, (2) intralingual transfer, (3) context of learning, and (4) communication strategies. In this research, the researcher focuses on interlingual and intralingual transfer as sources of errors.⁴⁸

1. Interlingual Transfer

Interference, language transfer, and cross-linguistic interference are also known as interlingual errors. According to Heydari and Mohammad, Interlingual errors (Mother-tongue influence): these kinds of errors are influenced by the native languages which interfere with target language learning.⁴⁹ Richard states, if the learners of a foreign language make mistake in the target language by effect of his mother tongue that is called as interlingual.⁵⁰ As the example, English foreign learners say "/slp /" for "sheep". All these errors are attributable to negative interlingual transfer.

While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

2. Intralingual Transfer

Learner may make errors in the target language, since they do not know the target language very well.

⁴⁸H. D. Brown, *Op. Cit.* p.223.

⁴⁹ Pooneh Heydari and Mohammad S. Bagheri, "Error Analysis: Sources of L2 Learners' Errors". *Theory and Practice Language Studies*, Vol. 2 No. 8 (August 2012), p. 1585.

⁵⁰ J. C. Richard, *Error Analysis Perspective on Second Language Acquisition* (London: Longman Group, 1974). p.173.

Richard states, intralingual interference refers to items produced by learner, which reflect not the structure of mother tongue, but generalization based on partial exposure of the target language.⁵¹ On the other hand, intralingual errors are errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply.⁵² In short, intralingual transfer means the sources of errors come from second language acquisition or target language.

N. First Language (L1) Transfer

According to David, Transfer as the influence of a person's first language on the language being acquired. Transfer effects form part of a person's interlanguage.⁵³ In other words, Dulay classified transfer into positive and negative transfer in referring to the factor in learner's environment or transfer process described by behaviorist psychologist in a new learning situation.⁵⁴

Based on the explanation above, the researcher concludes that language transfer as the imperfections in the use of one language as a result of the influence of another language, such as a foreign accent in speaking of second language. That is influenced by source language.

⁵¹ *Ibid.* p.6

⁵² Heydari and Mohammad S. Bagheri, *Op. Cit.* p. 1584

⁵³ David Crystal, *A Dictionary of Linguistics and Phonetics (6th edition)* (UK: Blackwell Publishing, 2008), p.491.

⁵⁴ H. C. Dulay, *Op. Cit.* p.101

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